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ABSTRACT

The Thomasville City School District offers an 8-weeks summer program for students in grades 1 through 6. The program consists of individualized and small group instruction, with an emphasis on improving reading skills. Areas covered include vocabulary, comprehension, oral and written expression, and basic arithmetic. Evan though the program's major focus is on reading, classes are also offered in creative English, mathematics, music, and physical education. Ninety percent of the 290 students that attend the summer program are from families whose income does not exceed $4,000 per year. The student spends one-half of his time in individualized learning situations, one-quarter of his time in small group situations, and one-quarter of his time in large groups. There is a small ratio of students to teachers and teacher aides, allowing for a great deal of individual attention for the student. An evaluation of the program showed that students showed positive changes in attitudes as well as marked increases on the Gates-MacGinitie post-test in both vocabulary and comprehension. Materials and equipment, budget, inservice training, and classroom environment are also briefly described. (AI)

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Model Programs

Reading

Summer Remedial and Enrichment Program
Thomasville, Georgia

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Model Programs

OE-30029

Reading

Summer Remedial and Enrichment Program
Thomasville, Georgia

An 8-week program of individualized and small-group instruction with an emphasis on improving reading skills

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Elliot L. Richardson, *Secretary*
Office of Education
S. P. Marland, Jr., *Commissioner of Education*

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FOREWORD

New approaches to the teaching of reading are continually being developed to provide more effective learning opportunities for children who have inadequate reading skills. The Office of Education, through its National Center for Educational Communication, contracted with the American Institutes for Research, Palo Alto, Calif., to prepare short descriptive booklets on 10 of the promising reading programs operating in the Nation's schools.

Each booklet contains a wide range of information presented in standardized format, including a brief introduction to the program, the context or setting in which it operates, an indepth description, an evaluation based upon empirical data, sources of further information, and a bibliography.

Seven reading programs were included in the first *Model Programs--Childhood Education* series. Since these booklets had already been published, th
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- Corrective Read
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FOREWORD

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klets had already been published, they were not duplicated for this series. However, so that the seven will not be "lost" to those interested in exemplary reading programs, they are listed here by title and OE number. All are available at 20 cents each from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

- Interdependent Learner Model of a Follow Through Program, New York, N.Y., OE-20149.
- Responsive Environment Model of a Follow Through Program, Goldsboro, N.C., OE-20139.
- DOVACK Reading Program, Monticello, Fla., OE-20141.
- Corrective Reading Program, Wichita, Kans., OE-20158.
- Exemplary Center for Reading Instruction, Salt Lake City, Utah, OE-20136.
- Perceptual Development Center Program, Natchez, Miss., OE-20142.
- Project PLAN, Parkersburg, W. Va., OE-20150.

INTRODUCTION

The Thomasville City School District offers an 8-week summer program for students in grades 1 through 6. The basic goal is to make students competent readers. The objectives of the 1970 program were stated as follows:

- To improve social relations with fellow students, particularly those of minority races, by close association in work and play
- To develop more interest in academic subject matter, better study habits, and consequently a better attitude and an enjoyment of school
- To determine the causes of students' reading problems and to use methods to overcome these problems
- To broaden the student's field of perception by increasing his mathematical skills

Although the major focus of the program is on reading, classes in creative English, mathematics, music, and physical education

are also included. In summer 1970, 290 students attended classes in two elementary schools from 8:30 a.m. to 12:30 p.m., 5 days a week.

Context of Program

LOCALE

Thomasville, a city of 22,000 in southern Georgia, is a middle-class community. The ethnic background of the community is 48 percent black, 51 percent white, and 1 percent Cuban. A strong Afro dialect among the Negro population is almost a second language in the area.

The average income for a Thomasville family is $7,833 a year; however, 22 percent of the population earns less than $3,000 per year.

THE SCHOOL SYSTEM

In 1969-70 the Thomasville School District had a total of 4,672 students in six elementary schools (grades 1 through 6) and two high schools (grades 7 through 12). All of the elementary schools

were established as neighborhood schools. With desegregation in the fall of 1970, the organizational pattern changed so that four schools now include only grades 1 through 4, one school fifth grade only, one sixth grade, one seventh and eighth grades, and one grades 9 through 12. Average class size is 28; the teacher-pupil ratio, 1 to 28. The average IQ of the students is about 100.

For the regular 1969-70 school year the total budget was $3 million. Twenty-one percent of the funds came from the Federal Government, 58 percent from the State, and 21 percent from local revenues. The cost per child was $506.

Several innovative projects have been undertaken in Thomasville in the past 5 years. There has been a Head Start program for 4 years and a remedial reading course for high school students and adults. An ESEA title III project, TEMPO, was established to develop a master educational plan to delineate present and long-range goals for education in the Thomasville City Schools. A vocational education program has been carried on to introduce children to the world of work and particular vocations. A Regional Reading Center, another title III project, is located in

Thomasville and offers the schools diagnostic teaching and evaluation services, inservice training, a materials library, and consultation.

Program Description

SCOPE

Approximately 90 percent of the children in the program are from families whose income does not exceed $4,000 per year. In many of the families, both parents work, often leaving home at 6:30 a.m. and not returning until 6:30 or 7:00 p.m. The preschool child is thus left either alone or with older brothers and sisters during most of his waking hours. He has limited opportunities for conversation. In some cases children have not learned to converse prior to enrolling in school, and their total vocabulary may be as low as five words. Many students lack motivation and self-confidence because of repeated failures at home and in school. Most are at least 1 year below the reading level for their grade.

The following criteria were used in selecting students for the 1970 program:

- An IQ score of 90 or above
- Good attendance during the regular school year
- No serious discipline problems
- No serious emotional problems
- Performance level of no more than 2 years below grade level
- Preference to those who have not attended the program previously
- Preference to those students who will cooperate in the program and be able to function in regular classes as a result of their participation

Teacher recommendations were also factors in admission, and parental consent was required. Final selection of students was made by the directors after registration forms from parents were signed and referral forms from teachers were completed.

About 76 percent of the students were black; 24 percent were white. There was about an even number of boys and girls.

Although there were no physiological problems common to the group, teachers learned that most of the students did not have breakfast. A plan was then implemented to give each child as much milk as he wanted before school began each day.

CLASSROOM ENVIRONMENT

Classes are organized by grade level for grades 1 through 3 and by subjects for grades 4 through 6. Each class lasts approximately 50 minutes, and every student attends four classes. On Fridays all of the children participate in a music program of group singing.

Students are placed in classes according to their test scores and information from their teachers in the regular school session. At the beginning of the summer program, students are given the Gates-MacGinitie Reading Tests; testing is repeated at the end of the session. Students are also given the mathematics section of the Metropolitan Achievement Test and teacher-made tests for placement in mathematics and creative English. Special testing and diagnosis is done by the Regional Reading Center upon request.

One of the most important characteristics of the program is the small number of students per teacher and teacher aide. The

established ratio of students to teachers is 15 to 1. During the 1970 session, enrollment in one or two classes exceeded 15 students, but the average class size was 11. There were teacher aides in all but two classrooms. Teachers and aides are able to diagnose individual difficulties quickly and to give help as needed.

The main thrust of the program is toward improving the student's reading skills. There are five stated objectives for the reading program:

- To instill in each child a desire to read
- To foster in pupils a thoughtful reading attitude
- To develop accurate reading comprehension and interpretive skills
- To permit each pupil to develop accuracy in word recognition and to enable independent interpretation of word forms
- To develop a wide span of word recognition skills

ACTIVITIES Areas covered in the summer program include vocabulary, comprehension, oral and written expression, and basic arithmetic. Approximately half of the student's time is spent in individualized learning, one-fourth in small-group learning, and one-fourth in large-group learning. The teachers consider individualized instruction especially important and also encourage the students to help each other.

The following guidelines for teachers are taken from the 1970 edition of Thomasville's "Evaluation: Remedial & Enrichment Program."

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- There must be a positive interaction between the teacher and child.
- Praise and even rewards (special occasions) appeal to this type of child.
- Attention span is short and lessons must be short.
- The use of many types of materials is more successful for a lesson than just one type.

- The child is interested in seeing how successful he has been. (The small classes allow papers to be corrected at once and mistakes pointed out.)
- Concrete concepts should be used rather than abstract concepts. When background information is missing, the teacher should be ready to furnish it.

MATERIALS AND EQUIPMENT

The main consideration in selecting materials for the summer program is that they be new to the student. The staff feels that this is important in order to motivate him, offer him new challenges, and give him material not associated with past difficulty or failure.

The Regional Reading Center lends materials and equipment to the summer program and the Thomasville school libraries are used. Special 15- to 30-minute television programs are shown to the students twice a week to supplement instruction. The average time for televised instruction per week is 40 minutes.

In the 1969 and 1970 programs some of the materials used were the *SRA Reading Labs*, *Pilot Libraries*, and *Listening Skill*

Builders; the Random House *Sights and Sounds* program; and the Lyons and Carnahan *Phonics We Use Learning Game Kits*. Other materials included records, charts, filmstrips, and other books and games.

In the 1970 program the basic material was the READ System--the *Reading Experience and Development Series* published by the American Book Company. In addition to the texts for each level, these READ System materials were used: the Independent Reading Activities Check-up Tests, the Pattern Resources-Phonics Kits, and the READ Roundup Kit. The teachers believed these materials were helpful for the following reasons:

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- The material is highly structured and thus affords many opportunities for teaching skills the children need.
- The materials enable the teachers to individualize instruction.
- The stories appeal to the children and keep their interest.

- The Phonics Kits reinforce skills taught in the basal readers and help indicate to each student the corrective exercise he needs.
- The entire series is new to the student so interest is high.

PERSONNEL

The Summer Remedial and Enrichment Program involves the following personnel: the guiding committee, directors, teachers, teacher aides, and clerical personnel.

The members of the guiding committee are the school superintendent, who selects the directors; the assistant superintendent, who is in charge of maintenance; a title I coordinator; and the administrative assistant for instruction, who selects the staff and helps select materials.

The directors are hired to supervise the program. They establish the schedule, plan inservice training, and coordinate the summer program. For the 1970 program each director received a salary of $975.

In selecting teachers for the program, preference is given those who meet three criteria: (1) residence in Thomasville, (2) present or past employment as a Thomasville teacher, and (3) experience in the Migrant Program and/or the Summer Remedial and Enrichment Program. The salary for 1970 was $975 per teacher.

Of the 26 teachers in the 1970 summer program, 24 taught reading, English, and mathematics; two taught physical education and music. All teachers had B.A. degrees and seven had master's degrees.

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The teacher aides are selected from Thomasville college students who are majoring in elementary education, early childhood education, speech therapy, or social work. Priority is given to those with the highest number of college credits. The aides work 4 hours a day and are paid $288 for the 8-week summer program.

In the 1970 program there were 24 aides; on the average they had completed 2 years of college.

The personnel at the Regional Reading Center also assist the program by administering IQ, diagnostic, hearing, and eye tests to the students in the summer program. Other program personnel

include a full-time secretary and part-time bookkeeping and clerical help.

At the beginning of the summer program all teachers and teacher aides meet for orientation. Plans are discussed, materials distributed, and equipment explained.

PRESERVICE AND INSERVICE TRAINING

Every 2 weeks during the summer program teachers instructing the same grade level meet to discuss materials and immediate problems. They exchange ideas and make suggestions for improving the program. Final evaluation meetings are held at the end of the summer program.

Other training is given as necessary. For example, during the 1970 program, teachers had two meetings with publishers' representatives in order to learn about new materials.

The 1970 Summer Remedial and Enrichment Program cost $48,000, or about $166 per student. Approximately 88 percent of this amount came from ESEA title I and Migrant Program funds and 12 percent from local funds.

BUDGET

The Federal funds covered the direct costs of salaries for the director and teachers ($975 each), salaries for teacher aides ($288 each), materials (approximately $2,500), plus the salary for a secretary and funds for the morning milk provided. Local funds covered such indirect costs as maintenance and utilities (about $5,000); secretarial, bookkeeping, and clerical help; and the time the superintendent and assistant superintendent spent on the program.

The Regional Reading Center in Thomasville volunteered many services including lending books and equipment and providing special testing.

EVALUATION

Of the 290 students enrolled in the 1970 program, evaluation information is available only on 251, the number covered by title I funds. Of this group, 236 completed both the Form 1 Pretest and the Form 2 Posttest of the Gates-MacGinitie Reading Tests. Scores from the pretests and teacher reports were used to assign students

to reading groups. Posttest scores were used for evaluation. The reading tests, as well as the tests used for mathematics and English placement, were administered by each classroom teacher.

All of the following test data refer to the 1970 evaluation.

Selected data for vocabulary by grades on the Gates-MacGinitie Reading Test, Form 1 Pretest, Form 2 Posttest

Grade	Mean Raw Score		Mean Standard Score		Percentile		Grade Equivalent	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	30	35	44	49	27	46	1.7	1.9
2	25	29	43	46	21	34	2.2	2.5
3	28	38	44	53	27	62	3.1	4.4
4	22	31	46	55	31	69	4.1	5.8
5	25	33	44	54	27	62	4.5	6.2
6	27	41	40	60	16	84	4.8	9.2

The average increase shown in vocabulary scores was in excess of one year's growth.

Selected data for comprehension by grades on the Gates-MacGinitie Reading Test, Form 1 Pretest, Form 2 Posttest								
Grade	Mean Raw Score		Mean Standard Score		Percentile		Grade Equivalent	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1	17	20	45	49	34	46	1.6	1.8
2	16	19	41	45	18	31	2.2	2.5
3	21	27	42	47	24	38	2.8	3.0
4	24	31	41	48	21	42	3.6	4.5
5	26	34	41	46	18	34	3.9	4.9
6	33	40	42	49	18	46	4.8	6.1

The average increase shown in comprehension scores was in excess of one-half year's growth.

Teachers also evaluated the program. Among the features teachers cited as good in the 1970 program were the small classes, the

help from aides, and the time available in the afternoon for planning.

Students in grades 4, 5, and 6 filled out an informal interest inventory and an evaluation of the summer program. In 1970 approximately 118 students filled out evaluation forms. Below are their responses to four of the 12 items on the form.

How well did you enjoy the summer reading class?

96 Enjoyed the class very much.
14 Class was satisfactory.
7 Did not like the class very much.

How much progress do you think you made this summer in reading?

63 Very much
48 An average amount
4 Not much

How much reading are you now doing on your own at home in comparison to what it was before the class started?

61 More than before the class started
44 About the same as before the class started
23 Less than before the class started

How is your behavior now in comparison with what it was before the class started?

76	Better now
41	About the same
1	Worse than before

In evaluating the program, the directors believe that the children undergo changes in attitude because of the program, becoming more self-directing, learning self-discipline, developing a better self-concept, and participating more in other activities. The students begin to read more, and many bring books to class to share with other students. The directors feel that the two practices which contribute most to the program are (1) the personal and positive relationships among students, teachers, and teacher aides, and (2) the approach of making learning fun for the students.

These items were among those the directors cited as being important components of the 1970 program: (1) varied, stimulating, and effective materials, (2) the individualized approach which not only strengthened skills but developed better teacher-pupil relationships, (3) the small number of students in each class, and

(4) the careful planning and coordination of the program. Supervisory practices considered helpful were the inservice meetings for all teachers and those for teachers of each grade level.

Several changes have been suggested for the program. Staff members expressed the desire to involve more children in the program, to operate on a more individualized basis, and to use behavioral objectives as the criteria for evaluating the program. Also recommended were administering tests to students before the program begins and providing 1 day before the start of the session for planning and 1 day at the end for evaluation.

On the basis of evaluations, the directors have recommended that the program be offered again in summer 1971.

For Further Information

Arrangements for visits may be made through Dr. Garfield Wilson, Superintendent of City Schools, Post Office Box 996, Thomasville, Georgia 31792, (912) 226-1601. The program is in session from 8:30 a.m. to 12:30 p.m. for 8 weeks during the summer, from mid-June to early August.

Visitors in Thomasville can stay at one of three motels. Major airlines serve Tallahassee, 35 miles south of Thomasville, and car rentals are available at the Tallahassee airport. Many motels are located around the city. The drive to Thomasville from Tallahassee via route 319 takes about 50 minutes.

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MODEL PROGRAMS--Reading Series

Ten promising reading programs are included in this series. Fol
of these programs, their location, and a short descriptive sta

- Summer Remedial and Enrichment Program, Thomasville, Ga.
  An 8-week program of individualized and small group instruction with an emphasis on improved reading skills.

- Programed Tutorial Reading Project, Indianapolis, Ind.
  A program using paraprofessionals to individually tutor disadvantaged children in reading.

- Summer Junior High Schools, New York, N.Y.
  An intensive summer remedial program which fosters reading growth for junior high school students.

- Topeka Reading Clinic, Centers, and Services, Topeka, Kans.
  A remedial reading program serving about 1,000 students in grades 4 through 9.

- Bloom Twp. High School Reading Program, Chicago Heights, Ill.
  A high school reading program to help poor readers through individually prescribed study in specific content areas.

- Intensive Reading
  A team approac
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- Elementary Reading
  Centers which
  instruction fo
  and reading re

- School-Within-A-Sc
  A program for
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- Remedial Reading P
  A small-group
  for Mexican-Am

- Yuba County Read
  A two-part pro
  teacher train
  skills.

Seven programs included in the first *Model Program* series--on childhood educat
promising reading programs. These are the Interdependent Learner Model of a
N.Y., Responsive Environment Model of a Follow Through Program, Goldsboro, N.
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- Intensive Reading Instructional Teams, Hartford, Conn.
  A team approach providing intensive reading instruction to disadvantaged first-grade children.

- Elementary Reading Centers, Milwaukee, Wis.
  Centers which provide remedial reading instruction for elementary school children and reading resources services for teachers.

- School-Within-A-School, Keokuk, Iowa
  A program for low-achieving seventh-grade students to develop basic reading skills and improve student attitudes toward school.

- Remedial Reading Program, Pojoaque, N.M.
  A small-group remedial reading program for Mexican-American and Indian children.

- Yuba County Reading-Learning Center, Marysville, Calif.
  A two-part program of clinic instruction and teacher training to improve children's reading skills.

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